The Range of support available for children at Wood Ley School

Children at Wood Ley School will receive support that is specific to their individual needs. This may be provided by the class teacher or through additional interventions.

This may involve:

\*Other staff in school (Teaching Assistant) - (directly funded by the school)

\*Staff who will visit the school from the Local Authority Central Services such as Outreach Teams – (funded centrally by the Local Authority).

\*Staff who visit from outside agencies such as Educational Psychologists, Speech and Language Therapists

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| Range of support provided. | What would this mean for the child? | Who can get this kind of support? |
| Class Teacher input via excellent classroom teaching. This is known as Quality First Teaching. | \*The teacher has the highest possible expectations for every child in the class.  \*Implementing different methods of teaching so that children are fully involved in learning in class. This may involve more practical or visual methods of learning.  \*Introduce specific strategies (which may have been suggested by the SENCO or outside agencies) to support the child to learn. | All children at Wood Ley School will receive this provision as part of good classroom practice. |
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| **Intervention Groups**  \*This group has work prepared by the class teacher to support the needs of the children within in the classroom environment or in a designated area.  \*Organised by a teacher and led by a teaching assistant who has received specific training to lead the group. | \*The class teacher and SENCO will carefully monitor a child’s progress to inform them that a child would benefit from extra support to achieve the best possible progress.  \*Children receive additional support in small group interventions for a short period of time in the school year. When progress is seen, the additional interventions are reviewed and a decision to cease the intervention group may be made if there is evidence of sustainable progress.  \*If a child needs sustained support to help them make progress at school, they will have an Individual Education Plan. This will have with details of learning targets and provision in place in school to help the child meet their targets. This plan will be written by the class teacher, monitored by the SENCO and shared with parents by the class teacher. | Any child who has specific gaps in their understanding of a subject/area of learning. |
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| Specialist groups led by or in partnership with outside agencies e.g. Speech and Language therapy, Physiotherapy, or Occupational Therapy  This level of support is described as **SCHOOL SUPPORT**, which means a child has been identified by the class teacher/SENCO as needing some extra specialist support in school from a professional outside the school. | \*The child will have been identified by the class teacher/SENCO (or a parent will have raised any concerns) and together we decide if more specialist input may be needed in addition to quality first teaching and intervention groups.  \*The child’s parents are fully involved.  \*Parents will be asked to give permission for the school to refer the child to a specialist professional e.g. a Speech and Language therapist or Educational Psychologist.  \*The child will receive targeted support in school.  \*The specialist professional will work with the child to understand their needs and make recommendations, which may include:   * Making changes to the way the child is supported in class e.g. trying different resources or changing aspects of how the child is taught. * Support to set specific targets which will include specific expertise for teachers to implement. * A group led by school staff under the guidance of the outside professional e.g. a social skills group. * A group or individual work with outside professionals. * A meeting with parents will then be arranged to advise them how the support will be used and what strategies will be put in place. * A provision map to ensure everyone involved with a specific child’s learning is fully involved and a consistent approach for each child’s needs. | Children with specific barriers to learning that cannot be overcome through quality first teaching and intervention groups. |
| Range of support provided. | What will the EHCP process look like? | Who can get this kind of support? |
| **Education, Health and Care Plan (EHCP)**  (Statement of Special Educational Needs)  This means a child will have been identified by the class teacher, SENCO and outside professional agencies as needing a ***particularly high level of individual or small group teaching (more than 20 hours a week).***  Usually the child will receive specialist support in school from a professional outside of the school.  This may be from:  Outside agencies such as Speech & Language Therapy, Behaviour Support, Occupational Therapists and Physiotherapists. | * The school or parent can request the Local Authority to carry out a statutory assessment of a child’s needs. This is a legal process and you can find more detail about this in the Suffolk Local Offer. * After the school have submitted a request to the Local Authority with information and evidence about the child’s needs, a meeting will take place to decide whether the child needs are complex enough to require an EHCP. * Following this procedure the Local Authority will require a report outlining the child’s needs from parents and professionals. * After the reports have been submitted the Local Authority will decide if the child’s needs are serve, complex and lifelong and if the child needs more than 20 hours a week support in school. * If this is upheld the Local Education Officer will write an Education, Health and Care Plan. * If the Local Authority disagrees with the evidence, they will request the school to continue with the support at School Support. | Children whose learning needs are:   * Severe, complex and lifelong. |
| **What will a Education, Health and Care Plan include?**  *The Statement or EHCP will outline:*   * The number of hours of individual/small group support the child will receive from the Local Authority. * How the support will be used and the strategies that will be implemented. * Long and short term goals for the child will be set. * Additional adult support may be required to: * aid a child within whole class learning. * Lead individual programmes. * Lead small groups including the child in question. | | |